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ABSTRACT

An experiment to determine the suitability of microteaching (MT) to teacher training in Sweden has been conducted since 1970. This newsletter reviews the three phases of that experiment and discusses some of the preliminary results. The experiment has only been evaluated by questionnaire. However, the results showed that: the pupils and classroom teachers enjoyed the MT very much; the methods lecturers were happy with its use though they were critical of some of the administrative problems; and the student teachers were the most positive in their appreciation of MT. The experiment is scheduled to run until 1973 when the final decisions will be made as to microteaching's applicability in Sweden. (MC)

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Title of Project: Experiments with closed circuit television (CCTV-LHS)

In progress at: Department of Educational and Psychological Research, Stockholm School of Education

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A number of detailed studies have been presented since 1967 as part of this project. A description of them has been given e.g. in School Research Newsletter 1970:29. A somewhat more detailed summary will here be given of one of the studies mentioned there - experiments with micro-teaching in teacher training.

Background

Usually micro-teaching as practiced in teacher training means that a trainee teacher gives a short lesson (about ten minutes) to a small group of pupils in front of a television camera. The lesson is video-taped and the trainee can then - possibly together with his tutor - watch a playback of his actions. There are many different forms of micro-teaching. The underlying theory is that feedback immediately after a lesson leads to positive changes in

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the trainee's behaviour.

Michro-teaching began with experiments conducted at Stanford University in the United States. Research into the methodology of micro-teaching is in progress in Sweden at Malmö and Gothenburg. Bierschenk (Malmö) has observed the self-confrontation aspect of micro-teaching and has among other things studied its "effect on selected aspects of behaviour" together with "changes in the perceptional field of the trainee teacher" (School Research Newsletter 1970:18). Brusling (Gothenburg) has also devoted his experiments to studying the importance of self-confrontation, but he has in addition observed the effect of model lessons on video-tape, in both cases with reference to specific teacher skills (School Research Newsletter 1971:4).

Problems

In the above context and with a view to supplementing the activities in progress at Gothenburg and Malmö, experiments in the Stockholm CCTV project have had more of an applied character. The emphasis has been on the "installation phase", i.e. the question of how the favourable experiences of micro-teaching which seem to have been gained abroad can be disseminated and integrated in the general pattern of teacher training. Methods lectures and teaching practice are the sectors most likely to be involved. The main problems which have to be solved are concerned with motivation and administration. How is micro-teaching as an idea, method and technique to be introduced so as to gain the understanding and interest of the officers concerned? What solution can be found to the administrative problems associated with full-scale micro-teaching activities in a large teacher training institution?

A priori one can imagine two models for micro-teaching in teacher training. One of these requires integration with methods lecturing, the other with teaching practice. The

former model offers the following advantages, among others:

- integration with methods lecturing would seem to be the most natural course from the training point of view, since it is the methods lecturer who maintains the longest contact with the trainee

- the micro-teaching element can be introduced at a relatively early stage of training and can therefore where appropriate be used for purposes of advance practice prior to actual teaching practice

- it requires less equipment.

The main disadvantages are that the model

- is administratively unwieldy

- seldom permits the trainee to get to know his group well.

So far the project has only studied this model in a number of phases which will be described below.

The various phases of the detailed study

Since the spring term of 1970 three different experiments have been made with the integration of micro-teaching and methods tuition.

1. In the spring term of 1970 a pilot experiment was carried out with two methods lecturers and twelve trainee teachers from M 3[1)] in order to develop routines for the activities. Both the training management and the members of the project were of the opinion that the resources

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1) M stands for middle level teachers, 3 for the third term of training. L stands for lower level teachers.

available would not permit the extension of micro-teaching facilities to all trainees. It was considered realistic for 25 per cent of a course to be given access to this aspect of training. One of the principal tasks in this preliminary study was therefore to construct an instrument which could serve as an aid for the selection of trainee teachers for these activities. The questionnaire compiled within the project in consultation with the training management at the School of Education solicits among other things details concerning the trainee's previous experience of teaching or other work with children and young persons, in addition to which it plots the degree of uncertainty vis à vis different teacher role requirements (Hjärre, 1972). The entire experiment was administered by the project.

2. Five methods lecturers and 30 trainee teachers from H 4, i.e. 25 per cent of the total number of students in the course, took part in a second phase of the experiment during the autumn term 1971. The project was also responsible for the administration of this experiment, from the selection of trainees to the organization and scheduling of recordings and playbacks. On the other hand the methods lecturers were responsible for the execution of recordings and playbacks and - together with the demonstration teachers[2)] - for the content of the micro-teaching lessons and their co-ordination with methods tuition and with the syllabus of the experimental and demonstration classes concerned.

3. A third phase of the experiment was carried out in the spring term 1972. This phase entailed an expansion in two respects. The number of trainees was increased to 48, corresponding to 25 per cent of a complete term's admissions

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2) Teachers appointed to take part in experimental, and demonstration activities in experimental and demonstration schools.

to the H and L line (H4 and L3), while the number of methods lecturers was increased to eight. As a further step in the "installation" of these activities in teacher training, the methods lecturers now took over all administrative tasks, i.e. contacts with trainees and experimental and demonstration teachers, scheduling activities etc. Only certain "steering and control functions" were now left within the project. Everybody taking part in the experiment was provided with written instructions concerning their tasks, certain time limits were determined, a flow chart was drawn up and successive written reports from the methods lecturers enabled the members of the project to follow the progress of activities. Finally the questionnaire was distributed and evaluated by the members of the project, but it was the methods lecturers who interpreted the results and selected participants accordingly.

The phases so far completed can be summarized with respect to number of Participants and distribution of responsibility concerning installation work in the following table (table 1).

Table 1.

Number of methods lecturers, trainee teachers and experimental and demonstration teachers (classes) taking part. Distribution of responsibility between project leaders and methods lecturers.

Phase	Number			Responsible for						
	lect	trainees	exp-dem ts	ed. design	rec. and play-back	cont. with exp.-dem. t's & train	admin. of exp.	interp. of questnre	steer. & contr.	exp. plan.
1	2	12	1	lect.	proj.	proj.	proj.	proj.	proj.	proj.
2	5	30	6	lect.	lect.	proj.	proj.	proj.	proj.	proj.
3	8	48	10	lect.	lect.	lect.	lect.	lect.	proj.	proj.

Educational design and co-ordination

1. During the first phase of the experiment the emphasis in micro-teaching lessons was on their co-ordination with methods tuition. Trainees practised during their micro-lessons what had been explained and demonstrated to them in their methods lectures. Pupils were taken in groups from their regular lessons mainly for the purpose of acting as "guinea pigs" for the trainee teachers.

2. As the scale of activities increased, it became important to ensure that they were considered meaningful not only by lecturers and trainees but also by the experimental and demonstration teachers and their pupils. To this end a model was produced in phase 2 in which

- the trainees were allowed to take a complete lesson with one-third of a class each, only ten minutes of the lesson being recorded

- the theme of the lesson was to be co-ordinated with the overall teaching of the class.

In this phase a lecturer worked together with three trainees, all of whom were given the same task for their lessons, which were planned on the lines illustrated by the following sketch.

Trainee 1	Recording		
Trainee 2		Recording	
Trainee 3			Recording

The task of the experimental and demonstration teachers in this connection was to provide organizational assistance.

3. The experience derived from phase 2 was negative in two respects. The detailed co-ordination of the trainee's lesson task and the overall teaching of the class ran into considerable difficulties owing to the need for planning the former such a long time in advance. In addition to this,

the pupils were poorly motivated for the portion of the lesson preceding and following the session in the CCTV studio.

For these reasons phase 3 was designed in such a way that experimental and demonstration teacher's class had its lesson in a room adjacent to the recording studio. Usually the lesson would consist of independent pupil activities under the teacher's supervision. The pupils would then leave the room in groups of between eight and ten for micro-teaching. This took the form of group teaching in which a theme was dealt with or a skill practised which, without exactly corresponding to the activities of the rest of the class was nonetheless relevant to them.

This mode of organization was positively viewed by lecturers, experimental and demonstration teachers, trainees and pupils alike.

Some preliminary results

So far the experiments have only been evaluated through the medium of questionnaires distributed to all categories who have taken part in the activities.

The pupils are mostly positive or highly positive to participation in micro-teaching. Most of them (2/3) think that micro-teaching is like ordinary lessons but that it is more fun (90 %). An equal proportion are particularly appreciative of the opportunities provided by micro-teaching of working in small groups. More than half the pupils also feel that they learn as much as during ordinary lessons.

Their teachers - the experimental and demonstration teachers - also report a favourable attitude, which they say is very much due to the interest taken in these activities by the trainees. They also testify to their pupils' appreciation of being able to take part in these lessons. In their opinion micro-teaching is worth developing as an element in teacher training.

The methods lecturers feel that the trainees have to a very great extent been able to practise in micro-teaching what has been dealt with in methods lectures. Like the experimental and demonstration teachers, they have found the positive attitude of the trainees to have a stimulating effect on activities. They also share the experimental and demonstration teachers' view that the only negative experience is concerned with the administration of micro-teaching: above all they refer to the difficulty of co-ordinating their own timetables with those of the experimental and demonstration teachers and the trainees. They suggest that micro-teaching be put on the timetable from the very beginning of the term, in co-ordination with methods tuition.

As has already been shown, the trainee teachers are perhaps the most positive group of those affected by the experiments. Most of them are highly positive not only to the actual self-confrontation but also to the group tuition which precedes and follows it. Like the methods lecturers, however, many of the trainees have felt themselves under a strain as a result of micro-teaching activities having to be arranged outside their regular timetable and in some cases clashing with teaching practice, examinations etc. They are also sceptical of the questionnaire which forms part of the basis on which trainees are selected, indeed they find the whole selection process somewhat ambiguous. At the same time as they are glad to be taking part, they are uncertain of the reason and wonder whether their tutors think they are so bad that they must be given the extra training. However, the only suggestion they can offer for a better solution to this problem is for all trainee teachers to be given micro-teaching.

Continuation of the experiment

So far the evaluation of micro-teaching at the Stockholm School of Education has mostly been concerned with the attitudes of the participants. During the autumn term of 1972, video-taped material is being collected for a study

the aim of which is to observe behavioural changes resulting from micro-teaching (phase 4). This experiment is being concentrated on a special teacher skill - effective questioning - and the factors included in the disposition of the experiment are initial behaviour, theoretical information, practice and feedback.

This detail study should be completed by June 1973 and a report is expected the following autumn.

The experiences of administrative problems in connection with micro-teaching described under the previous heading call for two more steps in development work. It has already been suggested that the difficulties could be overcome either by integrating micro-teaching activities with methods tuition at the planning stage of every term or by basing them on teacher training schools. In phase 5 the former model will be tried: this is planned to take place during the autumn term 1973. The experiment including micro-teaching in spells and/or terms of teaching practice (phase 6) will be combined with technical development work to evolve suitable apparatus for the purpose. This detail study is expected to begin during the spring of 1973 as far as the technical aspect is concerned, the actual micro- teaching activities commencing during the autumn of 1973. Reports on both these detail studies - together with a final report on micro-teaching development activities - are expected during 1974.

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